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ABSTRACT

The purpose of this project is to develop and test a model secondary school counseling program emphasizing allied health professions careers. This high school program developer and counselors Guide Book and Resource Kit are produced here to assist secondary schools in their efforts to systematically improve curricular experiences for increased numbers of high school learners. Definitive information about allied health careers, in addition to course of study, are presented here as learning tools for use by counselors and teachers to provide exploratory and informative experiences for their students. This model program was tested, implemented and evaluated in both Cleveland, Ohio and New Orleans, Louisiana simultaneously. Teaching and counseling content and techniques were tried out with diverse economic and racial groups. Suggestions in the course of study include lectures, demonstrations, field observations, surveys, other techniques and technical content synthesized from experiences of health practitioners, high school and college instructors, counselors, administrators and admissions officers. Helpful learning hints are offered in the Resource Kit for educators, such as mathematics and science teachers and non-allied health counselors, so that they may integrate allied health fields awareness into their teaching plans. With successful completion of this program students will have adequate knowledge and experience about allied health careers to make career selections. (Author)

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MODEL ALLIED HEALTH PROFESSIONS COUNSELING PROGRAM GUIDE FOR SECONDARY SCHOOLS

Prepared by

Laura P. Lewis, M.S.P.H.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MODEL ALLIED HEALTH PROFESSIONS COUNSELING PROGRAM GUIDE FOR SECONDARY SCHOOLS

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Cleveland Public Schools

Dr. Marian Kilbane-Flash, Evaluator of the Project, Supervisor
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Dr. Donald R. Buckner, Federal Project Officer
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FORWARD AND ABSTRACT

The purpose of this project is to develop and test a model secondary school counseling program emphasizing allied health professions careers. This high school program developer and counselors Guide Book and Resource Kit are produced here to assist secondary schools in their efforts to systematically improve curricular experiences for increased numbers of high school learners. Definitive information about allied health careers, in addition to course of study, are presented here as learning tools for use by counselors and teachers to provide exploratory and informative experiences for their students.

This model program was tested, implemented and evaluated in both Cleveland, Ohio and New Orleans, Louisiana simultaneously. Teaching and counseling content and techniques were tried out with diverse economic and racial groups.

Suggestions in the course of study includes lectures, demonstrations, field observations, surveys, other techniques and technical content synthesized from experiences of health practitioners, high school and college instructors, counselors, administrators and admissions officers. Helpful learning hints are offered in the Resource Kit for educators, such as mathematics and science teachers and non-allied health counselors, so that they may integrate allied health fields awareness into their teaching plans.

With successful completion of this program students will have adequate knowledge and experience about allied health careers to make career selections.

REPLICATION OF THIS PROGRAM AND DUPLICATION OF THIS MATERIAL IS ENCOURAGED. PERMISSIONS ARE NOT REQUIRED.

Donald R. Buckner, Ed.D.
Federal Project Officer

INTRODUCTION

Lack of adequate guidance and counseling programs concerning the allied health field for secondary and minority students resulted in the development of a thirteen-month experimental Model Secondary Education Health Professions Counseling Program in the Cleveland Public Schools. The pilot program was initiated in July, 1975, and continued through July 31, 1976.

The program was funded by the Bureau of Health Manpower, Division of Associated Health Professions, Department of Health, Education, and Welfare, and established under the local school system's Division of Guidance to demonstrate how a program of this kind might operate in an urban school system.

The "Allied Health Careers Program" (which the program is known as) in the Cleveland Public School system, has been established in five senior high schools with high proportions of minority group students.

SECTION I

DEVELOPMENT and METHODOLOGY of PROGRAM

WHO WILL USE THIS PROGRAM GUIDE?

The program guide is designed for guidance counselors, teachers, program planners, and curriculum developers in Secondary Schools.

PURPOSE OF PROGRAM

The purpose of the program is to increase secondary students' knowledge about health professions and related health careers in order that they may be better prepared to select and pursue health professions training.

This program guide has been prepared to serve as a model for other school personnel to use in developing and conducting a program of this nature in their school system.

PROGRAM SITES

East High, East Technical, Glenville, John Marshall, and Lincoln-West were the five senior high schools selected for the program. These schools were chosen on the basis of the minority student population and the willingness of the principals in those schools to accept the program.

TABLE I - SELECTED SCHOOLS

Name of School	Location	Racial Composition
East	East Side	99% Minority
East Tech	East Side	99% Minority
Glenville	East Side	99% Minority
John Marshall	West Side	9% Minority
Lincoln-West	West Side	26% Minority

The five schools reflected varying minority group representation. In the three east side schools, over 99% of the students were black. The fourth school, located in a predominantly white area, had a 9% minority group level. The fifth school had a 26% minority group level, of which 19% were Spanish-American students.

PROGRAM ADMINISTRATION

The Allied Health Professions Counseling Program was initiated as a national model for secondary schools by the Cleveland Public School System (CPS) under a contract with the Division of Associated Health Professions (DAHP) in the Health Resources Administration of the Department of Health Education and Welfare. A Health Careers Counselor for the program was hired in July 1975 by the School System with the approval of the Federal Project Officer, Assistant Superintendent of Curriculum and Instruction and Directing Supervisor of Guidance for CPS. Federal requirements for the Counselor position stated that the Health Careers Counselor (Counselor) must have practical experience in a health profession. The Counselor exceeded that requirement with both experience and a Masters Degree in Public Health Education. She had no previous counseling experience.

The Program Office was established at Glenville High School and a full-time secretary was assigned there in August of 1975. Office space and equipment were provided by the School System. Planning, implementation and evaluation assistance were provided by the Assistant Superintendent of Curriculum and Instruction, Directing Supervisor of Guidance, Supervisor of Research and Development and the Federal Project Officer. Administrative and counseling staffs of the five participating schools exercised supportive roles.

BACKGROUND INFORMATION

In establishing and organizing the program during the month of July, the Health Careers Counselor contacted principals of the five participating schools and reviewed plans for initiating the program the following September. The Health Careers Counselor prepared materials

to be used to communicate program purposes to students, school personnel, health-care practitioners, parents, and community members. Program plans were formulated for a Tenth Grade Orientation to be conducted in the five participating schools, and for an Allied Health Careers Advisory Committee.

ALLIED HEALTH CAREERS ADVISORY COMMITTEE

In August, 1975, the Health Careers Counselor organized an Allied Health Advisory Committee.

In the developmental stages of the program, health service agencies and institutions, colleges and universities were contacted for the purpose of assessing the allied health services and training institutions in the community. It was through these initial contacts with various occupational personnel that names of persons representing a cross section of health related professions were obtained as possible advisory members. Nine persons from the list were extended invitations to serve as advisors. All attended the first meeting.

As an outgrowth of that meeting a ten member Advisory Committee was formed. The Cleveland Public Schools (CPS) Directing Supervisor of Guidance is included in total number. Advisory Committee members with their professional titles and places of employment are listed in Appendix A.

The Advisory Committee met three times during the school year 1975-76, two meetings prior to the first and second semesters and the final meeting at the end of the school year.

The focus of the first meeting was on the establishment of the program and Tenth Grade Orientation.

Emphasis in the second meeting was on the Health Careers Course, planned to be implemented during the second semester in the five project schools, the need for resource persons, selection of sites for field trips,

and health service institutions for voluntary and paying work experience for summer program.

The third meeting was an appreciation and summation meeting for the Advisory Committee, school administrators, counseling staff, and Allied Health Careers Program staff involved in the program during the school year. A summary of the year's activities were presented to the group.

Nine persons on the Advisory Committee remained active during the school year. They enhanced the program by serving as resource speakers, securing technical and health resource persons, providing information and program aids, and offering support.

METHODOLOGY OF PROGRAM

Secondary students face a difficult task in completing career decisions and related preparation. Minority students have limited exposure, role model identification and experience with the diversity of opportunities available to them in the health fields.

The contract submitted by DAHP (Appendix B) serve as a guide in the methodology and implementation of the Model Secondary Education Health Professions Counseling Program in the existing school system.
The methods used to conduct the program were:

1. Orientation sessions
2. Allied Health Careers Course instruction
3. Role Model presentations
4. Field trips
5. Articulation sessions with post-secondary health profession institutions
6. Individual counseling
7. Contact with health personnel, agencies, and education programs
8. Securing student work experiences in health fields
9. Development of Program Guide and Health Careers Instructional Kit

SELECTION OF STUDENTS

The program was open to all secondary students in the five participating schools. Program emphasis was geared to Grade 10 students. See page 8

FOLLOW-UP PROCEDURES

Procedures used to follow-up students in the Model Allied Health Professions Program are:

1. All students who participated in the Program (Orientation Sessions, Health Careers Course, and Individual Counseling) in 1975-76 filled out an identification card which is on file in the Allied Health Careers Program office.

2. Tenth grade students who participated in the pilot program in 1975-76 will be contacted in September, 1976 to form Health Career Interest Groups/Clubs. Membership will be open to other students in grades Eleven and Twelve.

3. Tenth Grade Orientation sessions will be held and Health Career Interest Clubs formed during the first semester in 1977 and 1978.

4. Information on post-secondary educational plans and occupational status for graduating seniors will be obtained from the counseling staff in each project school. Mail survey and/or phone contacts will be made by the Health Careers Counselor as an additional follow-up procedure.

5. Data for follow-up in the control schools will be obtained from counseling staff of those schools.

CONTROL GROUP SELECTION

Control schools were chosen because of similar geographic and economic characteristics as those of the project schools.

Students were selected from a random sample of tenth grade classes by the counseling staff.

TABLE II - CONTROL GROUPS

Name of School	Location	Racial Composition	Number of Students
Collinwood	East Side	55% Minority	32
John Adams	East Side	99% Minority	35
John F. Kennedy	East Side	99% Minority	27
South High	East Side	19% Minority	41
TOTAL			135

The 1975-76 control group consisted of 135 grade 10 students.

Projected Follow-up of Students

A. The control group of students will continue to be monitored through their projected graduation in June, 1978.

B. During each of the three years of project operation, a new control group of tenth grade students will be identified for subsequent follow-up.

C. Comparisons between the control groups and program participants in the five project schools will focus on the relative proportions of each group applying to allied health post-secondary programs.

D. Yearly comparisons will be made between the allied health post-secondary plans of graduating students in the project schools vs. the non-project schools. (See page 29)

SCOPE OF WORK

The contract submitted by DAHP (Appendix B) included the Scope of Work outlining requirements to develop, implement, and evaluate a model secondary education health professions counseling program within the existing school system. Flexibility was provided within the provisions of the contract.

The Scope of Work states that the program shall provide:

a) Counseling and information in 12 health professions and related health fields;

b) Individual and group counseling;

c) Development and implementation of a health professions course which shall be one semester in length; consist of at least 15 students and no more than 30 students; and consultation by at least seven allied health professions;

d) A methodology for follow-up of students efforts to enter health profession fields;

e) Assisting students to gain academic skills reinforcements so they may qualify for entry into health professions school;

f) Providing actual job experiences to broaden familarity with the health field;

g) Identifying and establishing a control group for the purpose of assessing the counsel.

The Cleveland Public School System based its program around the contract which will be discussed in Section II. (Implementation of Program)

SECTION II

IMPLEMENTATION of PROGRAM

COURSE OF STUDY

Tenth Grade Orientation: (First Semester - September-January)

Overall the objectives of the orientation sessions were to broaden students' information base and to stimulate awareness of and interest in the allied health professions.

The intent of the Tenth Grade Orientation was to reach each tenth grade student in small group sessions at the project schools during the first semester (September-January).

The Health Careers Counselor met with the head guidance counselors and/or guidance counseling staff in each of the participating schools to discuss the intent and objectives of the orientation sessions and to solicit guidance counselors' support in implementation in their respective schools. The Health Careers Counselor conducted the sessions and provided informative materials.

Orientation sessions were scheduled differently within each school due to internal operation and diversity of duties of counseling staffs. Orientation sessions in three of the schools were scheduled for a one-week period. Guidance Counselors in each of those schools held group guidance classes with students in the tenth grade English classes. It is a Cleveland Public Schools' policy that all tenth grade students complete an English course. Therefore, this was the most effective way of reaching most tenth graders. It also provided a cross-section of academic abilities. During the week, the Health Careers Counselor conducted five to seven forty-minute classes per day. (See Orientation schedules Appendix C) Over 1,500 students were reached during the orientation sessions in those schools.

In the other two schools, students from study hall, science classes,

and interested students were especially invited by the counselor to attend the orientation sessions. One of the involved schools scheduled sessions for a week and the other because they were in the process of moving into a new building scheduled sessions for several class periods a day during the first semester.

There were a total of 113 orientation sessions and an attendance of 2,315 students in the five project schools.

The content of the orientation sessions was basically the same in each school, with a few variations in the audio-visual materials used. All sessions were planned to accomplish the objectives as stated in the rationale of the orientation session. (See Appendix D)

In order to establish an ongoing allied health careers program during the year, students were asked at the beginning of the orientation session to fill out a data card providing identification and health interests information. These data provided the basis for determining emphasis for the health careers classes to be conducted the second semester. (See Appendix E) Data gathered is confidential and not for release to the public or Federal Agency.

Students from a stratified random sample of orientation sessions completed reaction sheets provided by the consultant assigned to the program from the Division of Research and Development, Cleveland Public Schools. Reaction sheets expressed the students' rating of the perceived value of the sessions. (See Appendix F and G)

Tenth Grade Orientation was the most effective method of acquainting a high percentage of students with the health professions and the Allied Health Careers Program in the Cleveland Public Schools.

It is through concerted efforts and support of school administrators, head guidance counselors and staffs, and teachers that orientation sessions

materialized.

In several schools in which orientation sessions were scheduled through English Classes, some inconveniences were encountered by the Health Careers Counselor in transferring materials and equipment between various classrooms located on different floors. Being unfamiliar with the floor plan of the buildings and the need to set up equipment and prepare for the next health careers class while sessions were scheduled consecutively were parts of the problem.

It was, perhaps, not realistic planning to attempt to reach all tenth grade students through English classes in a period of one week. That schedule was thought best because of other school activities and pertinent duties of the guidance counseling staffs trying to incorporate this program in the overall school program. In schools that had central meeting places where group guidance classes were held, those problems were not encountered. However, the sessions appeared much more meaningful when individual students and/or classes were invited to attend rather than being a "captive audience".

TABLE III - ORIENTATION SESSIONS

Name of School	No. of Sessions	No. of Students
East High School	3	39*
East Technical	31	459
Glenville	28	640
John-Marshall	24	542
Lincoln-West	27	582
Total	113	2,262

* Program curtailed because of school's move into new building

Health Careers Course: (Second Semester - January-April

The purpose of the Allied Health Careers Course was to offer to students descriptive and informative insights into at least thirteen allied health fields with specific consultation by seven allied health professionals, each from a different field.

Development of the Allied Health Careers Course began the first semester (September-January), when students in the orientation sessions filled out a data card indicating their health career interests. From those data a tentative course of study was formulated for the five project schools.

Telephone calls were made to area colleges and universities, health service agencies, hospitals, and local health service associations to explain the program emphasising the pending classes in the schools involved, and the need for allied health career models for those classes during the second semester. A tentative schedule for the entire semester was developed including the day and dates that classes would be held in each of the five project schools.

The schedule, accompanied by a letter outlining the course was sent to the school administrators and head guidance counselors in each project school. (See letter Appendix H) Follow-up personal contacts were made with school administrators and head guidance counselors to share course outline and to work out details, deciding time and place of meeting and how to reach the student population which the course was intended to serve.

Course Outline

The course provided a series of ten weekly sessions in each participating school. In the first session, the Health Careers Counselor presented an overview of allied health careers and outlined the content of the

remainder of the course. Each of the following seven classes focused on a specific health career and provided a resource person (role model from the designated fields).

Allied health fields presented by the seven to eight resource persons were identified on the basis of interests by the students in a given school. Thus, the fields covered varied among the schools.

The ninth session for each class was a field trip to a local training hospital and the concluding session was a joint program at the Supplementary Educational Center involving all five schools and focusing on the Allied Health Technologies Department of Cuyahoga Community College.

Field trips and final session at the Supplementary Educational Center are explained on Page 16.

SUMMARY

The Health Careers Course was the highlight of the program. For the most part, the presentations were interesting and the goal--to provide descriptive and informative insights into a variety of health professions--was accomplished. Recruitment of students for classes varied in each school. In several schools, students were recruited from study halls and regular classes (on staggered basis), and after school. With the varying methods of recruitment, perhaps some of the students with more potential for entering the health field were not enrolled because of conflicting class schedules and other activities. Through the public address system in the schools, bulletins, guidance counselors, teachers, and other school personnel, interested students were informed of the particular allied health career scheduled for discussion each week.

Scheduling of Classes

In each school, different scheduling formats were used and are described as follows:

East - Health careers classes were scheduled the first three periods, weekly, on a rotating basis.

East Technical - Classes were scheduled on a staggered class periods basis, weekly; first through eighth periods, weekly.

Glenville - Classes were scheduled the eighth period, weekly. (Most tenth grade students are free to go home at the end of the seventh period).

John Marshall - Students were invited from study hall third period, weekly.

Lincoln-West - Sixth period, weekly, students were invited from study hall.

Resource people, allied health practitioners and organizations were once again contacted after the schedules were completed. A letter, including a guide for their presentation, (Appendix I) date or dates of presentation(s) and name of school(s), were sent to consenting resource practitioners an/or organizations.

Presentations by role models included demonstrations, lectures, audio-visual aids, and time for questions about their given health profession. Presentations included such information as description of their fields, jobs in their fields, working conditions, income, education and other requirements.

A total of fifty classes were held during the second semester and one hundred-twelve students participated. An average of sixteen to twenty-four students were enrolled in the course at each of the five project schools. Thirty-four resource practitioners persons were recruited for the course. Several made presentations in two or three schools. (Appendix J)

SUMMARY

Allied Health Careers classes were developed and implemented in the five project schools. In each of the schools, one class was organized consisting of tenth grade students who had participated in the first

semester's orientation sessions.

School administrators, students, and other school personnel were extended a personal invitation to attend classes. (See Appendix K)

A guidance counselor in one of the east side schools which had a majority of black students, requested that a special effort be made to recruit black role models to make presentations in the school. The Health Careers Counselor tried to comply with the request, however, speakers had already been secured through local associations and assignments had already been made. Recruiting thirty-five to forty speakers is a difficult task.

Support of school administrators and counseling staff greatly enhanced the effectiveness of the Allied Health Careers Course. Some problems did arise in the school's handling of and receiving guests (resource health practitioners) and changes of meeting places. The guidance counselor's role in that area needs to be clearly defined and should include alerting the main office staff, prior to the scheduled activity, that a resource person (by name) is expected, where the class will be held, the name of the program and the Health Careers Counselor.

TABLE IV - HEALTH PROFESSIONS CLASSES
10 Weeks

Name of School	Students Enrolled	Number of Classes
East High	25	10
East Technical	22	10
Glenville	26	10
John Marshall	16	10
Lincoln-West	23	10
TOTAL	112	50

Site Visits: (Health Careers Course)

The second phase of the Allied Health Careers Course was designed to provide students with a more realistic understanding of the work and work settings of the various health professions. This phase of activity was accomplished through site visits to local health institutions.

Prior to implementation of the Health Careers Course in the five project schools, the Advisory Committee was consulted for suggestions regarding local health service institutions that would offer the greatest exposure to the various health professions and clinical practices. It was the consensus of the Advisory Committee that the local larger training hospitals would probably provide the kinds of experiences desired for the program.

Letters were sent to the hospital administrators of seven local hospitals informing them of the program, the purpose of the site visits, areas of health career interests and the month and dates of the desired tours. Also requested was the name of the person with whom we could make further contact regarding field trip arrangements.

Four hospitals responded positively to the letter and the appropriate personnel in each hospital contacted the Health Careers Counselor either by letter or phone to plan details for the site visits.

The sites selected for each school are as follows: West Side Schools visited Lutheran Medical Center; East Side Schools visited University Hospitals, Cleveland Clinic, and Mt. Sinai Hospital.

SUMMARY

Site visits to local health institutions were planned for the ninth session in the course of study for the health career classes and were implemented as planned.

Each hospital provided a two hour tour filled with experiences related to various fields. (See Appendix I.)

All site visits were very meaningful, however, the tours conducted by Lutheran Medical Center and Mt. Sinai Hospital were outstanding.

Lutheran Medical Center had television and community news coverage of the tour which provided innumerable experiences involving all major departments in the hospital. A reception was also held for the students.

Mt. Sinai Hospital provided exposure in several health fields that attract a small percentage of minorities, such as, Medical Illustration and Medical Photography, Speech Therapy. Refreshments were also provided for the students.

A total of seventy-seven students in the five project schools participated in the four site visits.

TABLE V - SITE VISITS

Name of school	Hospitals
East High East Technical Glenville John Marshall Lincoln-West	Veterans' Hospital Cleveland Clinic Foundation Mt. Sinai - Veterans' Administration Hos. Lutheran Medical Center

Culminating Session

Phase three of the health careers course provided students in the five project schools with the various career options in the health field and the criteria needed to enter post-secondary institutions for health professions training.

The culminating session (tenth class) of the Health Careers Course was designed to provide an opportunity for the East and West Side student participants to come together, and to acquaint students with the allied health technologies offered at Cuyahoga Community College and the requirements needed to qualify for entrance. Cuyahoga Community College is a local college offering several allied health education programs.

The Special Assistant of Allied Health Program Development, Cuyahoga Community College who is an Advisory Committee member was contacted about that phase of the program. She agreed to develop a one-hour program geared for high school students for the concluding session.

The second part of the culminating session was to assess the students reaction to, and knowledge gained, from the ten-week Health Careers Course. An assessment survey was given at the end of the Cuyahoga Community College presentation for that purpose.

ARTICULATION WITH COLLEGE PROGRAMS

The concluding session of the Health Careers Course was held April 6, 1976 at the new Supplementary Education Center. Bus transportation to the center was provided for each of the participating schools for students and their counselors.

The format for the program consisted of a slide presentation of the allied health technologies offered at Cuyahoga Community College, general and specific requirements needed to qualify for entry into post-secondary training.

The presentation was very informative and a professor in the Counseling Department of Cuyahoga Community College stressed the importance of getting a strong background in English, mathematics and science for success in pursuing post-secondary health professions education. A "B" average is required for entrance into allied health technologies at Cuyahoga Community College. Cuyahoga Community College offers approximately fourteen allied health technologies.

Eighty-three students from the five projected schools attended the session.

VOLUNTEER WORK EXPERIENCE IN HEALTH RELATED AGENCIES/HOSPITALS - SCHOOL YEAR 1975-76

An integral part of the regular and summer program in the five project schools was to provide through appropriate arrangements with health occupation personnel and health service agencies, work experiences (voluntary or paid) for students to broaden their familiarity with health fields.

During the school year 1975-76, contacts were made with various hospitals, health service agencies, the Glenville High School Volunteer Director, School Nurse and resource speakers regarding volunteer requesting placement slots for students in the Allied Health Careers Program.

A total of thirty-eight students participated in various capacities at the following clinical sites:

Glenville Health Association
Forest Hills Nursing Home
Veteran's Administration Hospital
Glenville High School's Dispensary
Glenville Neighborhood Center
Fairview General Hospital
St. John's Hospital
Polyclinic Hospital
Lakeside Hospital
Hough-Norwood Family Health Care Center

SUMMARY

Many contacts were made with health service agencies, hospitals, school personnel, community agencies, resource persons regarding work experiences, voluntary and paid, for students in the Allied Health Careers Program. Students were also encouraged to do volunteer work in their spare time which will provide them the proper exposure and experience needed to enter many health occupations and post-secondary training institutions. (See Appendix M)

Several students who started out volunteering in an agency were hired on a full or part-time basis.

STUDENT WORK EXPERIENCE IN HEALTH FIELDS - SUMMER PROGRAM (Paid and Voluntary)

Contact was made with Assistant Educational Manager of the Comprehensive Youth Services Program (C.Y.S.P.)-Cleveland Public Schools about the Summer Work Experience Program and the possibility of students active in the Allied Health Careers Program being considered for work placement in a health service agency or hospital. C.Y.S.P. is a federally funded program which pays $2.30 an hour to students from low socio-economic families for six weeks of summer work.

The C.Y.S.P. Assistant Educational Manager clearly defined the program and qualifying criteria for students. Names of the C.Y.S.P. coordinators in each of the five project schools that could be contacted regarding the request were secured.

The C.Y.S.P. coordinators were contacted. They were willing to cooperate with our program in placing students, dependent upon availability of health service sites in their geographical area and eligibility.

Counselors in the project schools were informed of the agreement and were asked to refer and/or submit five or more names of students in the program to the C.Y.S.P. coordinators in their school. It was also suggested that they inform students of the arrangement and have them indicate on the C.Y.S.P. application (Allied Health Careers Program) which would be helpful to C.Y.S.P. coordinators in making job assignments.

Counselors in the five schools submitted, or referred, forty names to the C.Y.S.P. coordinators. Of the names submitted:

Students placed in health agencies	8
Other job categories	14
Educational programs	5
Were unable to reach because of lack of I.D. information	10
Ineligible	3

Through contact with community agencies, six students are volunteering at the Glenville Neighborhood, Lakeside Hospital and Hough-Norwood Family Health Care Center.

Individual and Group Counseling for Students and Others

In addition to organizing and implementing other phases of the Allied Health Careers Program, efforts were made to respond to students, teachers, counselors, and others who requested information and assistance about the health professions fields.

As a special project, the Health Careers Counselor conducted an Individualized Counseling Project at Glenville High School in March, 1976. The objectives of the project were to: a) provide interested students with information and other resource data about their particular career choice; b) make inquiries about their academic schedules for the fall and to recommend the skills and subjects important to preparation for entering particular health careers; c) inform them about the field trips on April 6 to the Supplementary Education Center and May 12 to "Career Day" at Veterans Administration Hospital; d) determine how many students were interested in a voluntary or paying job for the summer.

Thirty-one students participated in that special project.

SUMMARY

Individual and group counseling sessions were a part of the total program in the five participating schools. However, more students were counseled at Glenville High School because the program's office was housed in that school and Glenville teachers and other school personnel referred students to the health careers office. We supplied students with information for class assignments, tutorial services, individual requests for assistance, and made referrals to health service agencies and institutions.

Individual and group counseling sessions were scheduled at John Marshall High on each Monday in November for four class periods. Approximately forty students attended those sessions.

Counseling sessions were minimal in the other participating schools due to the fact that program services were limited to the days when the Health Careers Counselor was scheduled to be in those schools.

Health related information, posters, pamphlets, audio-visual materials and other assistance were given, upon request, to teachers, counselors, school administrators in the five participating schools as well as to other school personnel in other junior and senior high schools in the system. Information and assistance were also given to parents, community agencies, and others when requested.

Approximately two hundred and seventy individual and group counseling sessions with students in the five project schools were held during the year.

SECTION III

OTHER PROGRAM ACTIVITIES

CONTACTS WITH HEALTH PROFESSIONS PERSONNEL, AGENCIES, AND TRAINING INSTITUTIONS

The Health Careers Counselor developed and maintained extensive contacts with persons representing a wide range of post-secondary health professions, service areas, and training institutions (Appendix M). The contacts conducted by telephone, correspondence, and personal visits focused on acquainting the health professions personnel with new program, eliciting their support in providing resource persons and field trips, sites, and promoting availability of placement opportunities for students.

ASSESSMENT OF VISION CARE OCCUPATIONS AND TRAINING INSTITUTIONS

In making an assessment of the various health field options, job opportunities and post-secondary training institutions, it was found that the City of Cleveland had limited training institutions programs for persons interested in pursuing careers in particular areas of vision care. Those areas of particular interest to this program are ophthalmic technician, optometric assistant, and opticianry.

It was learned in October, 1975 that limited numbers of minorities, blacks in particular are employed in or pursuing post-secondary training in the vision care fields. Also none of the post-training institutions in the Greater Cleveland Area offered programs in the vision care technical fields.

Local needs are illustrated for ophthalmic technicians by ads placed in newspapers by Cleveland clinics. A report on the above finding was sent to the Directing Supervisor of Guidance who forwarded the information to the Superintendent of Cleveland Public Schools. The Superintendent wrote to the Presdient of Cuyahoga Community College about the need for a local college-based program. (See Appendix N)

SECTION IV

EVALUATION of PROGRAM

CONCLUSIONS and RECOMMENDATIONS

PROJECTED PLANS

PROGRAM STATISTICS

In September, 1976 a two-year course of study for ophthalmic dispensing (opticianry) will be offered at the Eastern Campus of Cuyahoga Community College.

DEVELOPMENT OF PROGRAM GUIDE AND HEALTH CAREERS INSTRUCTIONAL KIT

During the course of the program, the Health Careers Counselor maintained detailed records of day-to-day activities and problems. Those records formed the basis for the development of the Model Health Professions Program Guide for secondary schools.

This Guide is intended to serve as both a detailed summary of the first year of operations and a handbook for others who may be interested in replicating part or all of the program.

The Allied Health Careers Kit, developed concurrently with the Program Guide, can serve as a resource tool in conducting sessions with students, counselors, teachers, and parents in the five participating schools. It provides the user with concise fingertip information about the health professions field and the various phases and activities of the program.

The "Kit" consists of current information on:

a) Selected health careers
b) Training programs and institutions
c) Sources of financial assistance
d) Resource persons (role models) and organizations
e) Bulletin board suggestions
f) Lists of pamphlets, handouts, brochures, etc.
g) Audio-visual aid resources
h) Other informational materials

Updated profile sheets and additional resources will be added to the "Kit" periodically as they are developed.

The Allied Health Resource Kit was developed through the same contract as this Guide.

EVALUATION

Evaluation focused on the extent to which proposed procedures were implemented, and on the impact of the program on the 1975-76 student participants. Data were obtained by examination of program records and reports, from on-site visits to activities, and from analysis of students' responses to evaluation instruments.

OUTCOMES: PROGRAM OPERATIONS

The program implemented the following proposed sequence of activities:

> A counseling office was established and staffed by a full-time health careers counselor and a full-time secretary. This office was closely aligned with the existing school system and surrounding post-secondary health training institutions. The health careers counselor provided individual and group counseling to students on allied health professions experience.
>
> Through the program a structured course was developed and conducted, providing descriptive, informative insights into health professions. The course was offered to one class per day in five target secondary schools. The course format utilized presentations by practicing allied health professionals, discussions, and field trips to institutions providing health services.
>
> Through appropriate arrangements with local practitioners, students were assisted in obtaining volunteer or paid job experiences during both the school year (part-time) and the summer.
>
> Both a Health Career Instructional Kit and a Program Guide were completed.

OUTCOMES: IMPACT ON STUDENTS

The assessment of program impact on students centered on the participants' perceptions of the value of the Allied Health Careers course, and on the amount of health career knowledge which students acquired through participating in the course.

To elicit student perceptions of the course value, a Student

Reaction Form (Appendix O) was completed by each participant in April, 1976, at the concluding session of the course. Responses of the students (N = 52) indicated that:

> Almost six out of ten (56%) of the respondents reported that the course activities resulted in "a lot" of increase in their knowledge about various health careers. Almost all (42%) of the remaining respondents reported "some" increase in knowledge.
>
> Five out of ten (50%) of the respondents rated the course presentations as "very interesting", with an additional 48% viewing them as "somewhat interesting".
>
> Almost eight out of ten (75%) of the students reported that the course sessions had covered the allied health careers in which the students were most interested.
>
> Approximately five out of ten (48%) of the students indicated that the course sessions had contributed "a lot" to further broadening their knowledge about various health careers. An additional 46% of the respondents reported "some" broadening of knowledge.
>
> Approximately four out of ten (42%) of the students assigened a "very useful" rating to the information provided in the course's culminating session (Allied Health Technologies Programs at Cuyahoga Community College). An additional 54% of the students considered the information "useful".
>
> Approximately five out of ten (51%) of the students gave an overall rating of "very informative" to the ten-week course sequence, with the remaining 49% considering it "informative".

In compliance with the request of the funding agency, the assessment program impact included a comparison of health careers knowledge demonstrated by program participants with that demonstrated by a control group.

A ten-item Health Careers Survey (Appendix P) was completed by the course participants and by students in the control group. The control group consisted of students randomly selected from the grade 10

population in four high schools:

Collinwood High School
John Adams High School
John F. Kennedy High School
South High School

The four schools had geographic, ethnic, and economic characteristics similar to those of one of the program schools.

Both the participant group and the control group completed the survey in April, 1976 (at the time the course was concluding). The health careers counselor administered the survey to the program participants; counselors in the four non-program schools administered the survey to the students in the control group.

Before proceeding to the examination of results, it should be noted that a basic difference existed between the participant group and the control group. The participant group consisted of students whose voluntary participation in the program indicated some prior interest in health careers. The control group consisted of students randomly selected from the grade 10 membership in their respective schools. Level of interest in health careers was not a factor in selection of control-group students.

Survey responses were obtained from 85 program participants and from 133 control-group students. The survey results (Table VI) attest to a significantly higher knowledge level ($p \geq .001$) among the participant group. The mean raw scores on the ten-item survey were 8.6 for the participants and 4.0 for the control students. (See Appendixes O and P)

TABLE VI

HEALTH CAREER SURVEY MEAN SCORES

Participants vs. Control Group

	PARTICIPANTS				CONTROL		
School	N	$\bar{x}$	s.d.	School	N	$\bar{x}$	s.d.
A	17	7.06	1.43	F	32	3.91	1.94
B	23	9.00	1.25	G	32	2.69	1.36
C	10	9.80	.40	H	22	1.86	1.60
D	20	8.15	1.49	I	47	5.96	2.31
E	16	9.63	.48				
TOTAL	86	8.63	1.53	TOTAL	133	4.00	2.49

$t = 15.41$
$p > .001$

CONCLUSIONS

The experimental Model Secondary Education Health Professions Counseling Program in the Cleveland Public Schools accomplished its intended goals beyond expectations during the initial year of operation. However, a review of the problems encountered during the first year's experiences suggests directions for strengthening subsequent operations.

The program office was located in one of the five participating schools. Students and staff members in this school became very aware of the program's existence and availability of services, and made increasing use of such services as the year progressed. In the remaining four schools, the Health Careers Counselor was "itinerant". Students' access to program services was thus limited to the days when the Health Careers Counselor was scheduled to be in the given school.

The itinerant role of the Health Careers Counselor generated some problems in the operational mechanics of the program activities. The Health Careers Counselor had to become acquainted with school staff, with schedules and procedures unique to each building, etc. The initial lack of familiarity in these areas resulted in some difficulties such as securing equipment, scheduling sessions, and contacting students.

RECOMMENDATIONS

To extend students' access to program services, it is recommended that a) health careers office or some available space be provided in the other four participating schools; b) greater efforts be made to actively involve the counselors in those schools. Office space in each school would strengthen the existence of the program and counseling and other resource services for students and teachers could be available upon request.

The increased involvement of counselors could include assisting the Health Careers Counselor by ensuring that necessary facilities and equipment are available for sessions in the given school, greeting resource persons, accompanying students on site visits, providing program information and materials to students, and other matters.

It is further recommended that staff development sessions be conducted to more fully acquaint counselors and other staff members (in the program schools) with the program operations and services. Such sessions could include an explanation of the contents and possible uses of the Program Guide and the Health Careers Kit.

Incorporating the orientation sessions and the course sessions into the existing program in each school generated problems in accommodating all students who wished to participate. Students' schedules were not always compatible with the times when the program sessions were offered.

It is recommended that continued efforts be made to schedule sessions at times that will accommodate the greatest number of interested students.

On-Going Plans 1976-77 (Based on Scope of Work under Contract No.231-75-0215):

A. Orientation for Grade 10 Students

Orientation sessions are conducted to broaden students' information base and to stimulate awareness of and interest in the allied health professions.

B. Health Interest Groups

Groups are being organized as a follow-up procedure composed of students who participated in the pilot program. Other interested students in grade 11 and 12 can participate. This group will meet monthly and the program will consist of indept information on specific health careers including site visits and presentations.

C. Health Careers Course

The course is designed to offer students descriptive and information insights into thirteen (13) selected allied health professions, and consultation by seven (7) allied health professionals.

Field trips to local training hospitals and a joint program involving students from the five (5) project schools.

D. Job Experience

Voluntary and/or paid job experiences are arranged to further broaden students' familiarity with the health field.

A. Summer Volunteer Program Opportunities Handbook.
B. Neighborhood health institutions and agencies.
C. Local practitioners.

E. Academic Assistance

Counselors areencouraged to provide assistance to students in academic skills reinforcement in order that they may qualify for entry into training institutions.

F. Program Services

Information on health careers, training institutions, local hospital and health service institutions, resource speakers and organizations, financial assistance, audio-visual and other informational resources are available for students, teachers and other school personnel.

G. Health Information

A set of Health Occupation Briefs and Allied Health Bookmarkers are being placed in the libraries of the five (5) participating schools for student use.

H. Staff Development

A. Staff development sessions will be conducted for the purpose of acquainting counselors in the five project schools and junior high school counselors in the feeder schools with the Health Professions Counseling Program. Sessions will be held once a month for three hours.

B. Program content and objectives will be presented to the principals in the participating schools in the beginning of the school year September, 1976.

An appreciation meeting for principals, counselors, and Advisory committee members (which was initiated in May, 1976) will be continued on an annual basis.

Table 7

Program Statistics

1975-1976

I. Orientation Sessions: 113 Sessions - 2,262 Students

II. Eleventh Grade Orientation (Glenville High School): 6 Sessions - 265 Students

III. Allied Health Careers Course: 50 Classes - 112 Class Enrollment in 5 schools

IV. Field Trips: 5 Sites - 112 Students

V. Individual Counseling Sessions: 259 Students

VI. Volunteer Work Experience (School Year): 10 Sites - 38 Students

VII. Paid/Volunteer Work Experience (Summer): 6 Students Paid-Other Job Categories
8 Students Paid-Health Agencies
8 Students-Volunteer
5 Students-Eucational Programs

VIII. Classroom Presentations: 7 Classes - 290 Students

IX. Recruitment of Health Resource Speakers: 34 Speakers

X. Health Professions Institutions and Agencies Contacted: 39

APPENDIXES

APPENDIX	A -	ADVISORY COMMITTEE ROSTER
APPENDIX	B -	CONTRACT - H.E.W.
APPENDIX	C	ORIENTATION SCHEDULE
APPENDIX	D	ORIENTATION LESSON PLAN
APPENDIX	E	DATA CARD
APPENDIX	F	STUDENT REACTION FORM
APPENDIX	G	STUDENTS' RATINGS OF PERCEIVED VALUES OF SESSIONS
APPENDIX	H	LETTER AND OUTLINE OF HEALTH CAREERS CLASSES
APPENDIX	I	PROFILES OF AN ALLIED HEALTH CAREER - PRESENTATION GUIDE SENT TO HEALTH PROFESSIONALS
APPENDIX	J	HEALTH CAREERS COURSE FOR THE FIVE PROJECT SCHOOLS
APPENDIX	K	SPECIAL INVITATION
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APPENDIX	M	HEALTH PROFESSIONS INSTITUTIONS AND AGENCIES CONTACTED
APPENDIX	N	LETTER TO DR. NOLEN M. ELLISON, PRESENT OF CUYAHOGA COMMUNITY COLLEGE FROM DR. PAUL W. BRIGGS - SUPERINTENDENT, CLEVELAND PUBLIC SCHOOLS
APPENDIX	O	STUDENT REACTION FORM
APPENDIX	P	HEALTH CAREERS SURVEY

APPENDIX A

ALLIED HEALTH CAREERS ADVISORY COMMITTEE

1.	Mrs. Sammie Cox	Counselor, Allied Health Service Cuyahoga Community College
2.	Miss Dawn Crawford	Director of Volunteers, Hough-Norwood Family Health Care Center
3.	Dr. James E. Fleming, M.D.	President of the Board, Bureau of Vocational Rehabilitation
4.	Mr. Isaac Hamilton	Assistant Supervisor, Child-Family-Society Relationships Cleveland Public Schools
5.	Mr. Julian L. Lewis	Team Administrator, Hough-Norwood Family Health Care Center
6.	Mrs. Mary E. Miles	Director, Physical Therapy Cleveland State University
7.	Mrs. Claire Simmons	Assistant Professor, School of Social Work Case Western Reserve University
8.	Dr. Willie Williams	Associate Dean of Student Affairs, School of Medicine Case Western Reserve University
9.	Mrs. Evelyn Wisham	Director Glenville Health Center
10.	Dr. Wanda Jean Green	Directing Supervisor, Division of Guidance Cleveland Public Schools
11.	Mrs. Laura P. Lewis	Coordinator, Allied Health Careers Program Division of Guidance Cleveland Public Schools

ARTICLE I. Scope of Work

A. The Contractor shall provide the necessary personnel, facilities, materials and equipment to develop, implement and evaluate a model secondary education health professions counseling program within the exsisting secondary school system. The model shall be based on providing definitive information on allied health professions careers to secondary education students and on providing actual job experiences to broaden familiarity with the health fields.

The Contractor shall provide counseling in the following health profession fields:

1. Dental hygienist, dental assistant, dental laboratory technician
2. Dietitian, dietary technician
3. Medical record administrator, medical record technician
4. Occupational therapist, occupational therapy assistant
5. Medical technologist, medical laboratory technician
6. Physical therapist, physical therapy assistant
7. Optometric technologist, opthalmic assistant
8. Radiation therapy technologist, radiologic technologist
9. Respiratory therapist, respiratory therapy technician
10. Sanitarian, sanitarian technician
11. Veterinary science
12. Pharmacy
13. Related health fields

B. In pursuance of the above, the Contractor specifically shall:

1. Establish a counseling office consisting of a full-time counselor and full-time secretary. This office shall be closely aligned with the existing school system and surrounding post-secondary health training institutions. The Counselor shall provide individual and group counseling to students on allied health professions careers. The Counselor selected shall have health professions experience. The appointment of the Counselor shall be subject to the approval of the Project Officer.

ARTICLE I. Scope of Work (Continued)

2. Develop and conduct, from the counseling office established by paragraph B.1 above, at least one structured course covering descriptive, informative insights into health professions. This course shall be offered to at least one class per day to five target secondary schools within the same school system. The course format should utilize such teaching mechanisms as lectures, discussions, presentations by practicing allied health professionals, models, career clinics and field trips to institutions providing health services. The course format and presentation plan shall be approved by the Project Officer prior to implementation.

   a. The course shall be at least one semester in length.

   b. The classes shall consist of at least 15 students and no more than 30 students.

   c. Consultation by allied health professionals shall represent at least seven allied health professions listed in paragraph A above.

3. Provide assistance and leadership to target school students, staff, administrators and post-secondary health professions school staff by aiding in student efforts to enter post-secondary schools for health professions training. The Contractor shall develop a methodology for follow-up of student efforts to enter allied health profession fields.

4. Provide assistance to secondary school students to gain academic skills reinforcement so they may qualify for entry into health professions schools. Such assistance should be directed to scheduling guidance programs, summer courses, tutorial assistance, student pairing for skills strengthening and other appropriate mechanisms.

5. Encourage, through appropriate arrangements with local practitioners, job experiences on part-time or summer time basis for students to broaden their familiarity with health fields.

6. Identify and establish a control group composed of students with similar comparative characteristics to those receiving counseling courses to be used to assess counseling activity impact. Maintain an accounting of counseling activities which reflect numbers of students counseled, students enrolled in counseling courses, and types of counseling practices utilized.

10th GRADE ORIENTATION SCHEDULE

Glenville High School

ALLIED HEALTH CAREERS

Week of September 29, 1975

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Standard	Standard	Honors	College	Standard
2	Standard	College	College	Skills	Standard
3	Standard	College Standard	College	Skills	Standard
4	Free	Free	Free	Free	Free
5	Free	College	Standard	Lunch	Standard
6	Standard	Skills	Standard	College	Free
7	Standard	Skills	Free	College	Standard
8	Free	Free	Standard	Free	Skills

All of the above classes met in Room 246A.

Period	Time
1	9:27
2	10:12
3	10:57
4	11:42
5	12:33
6	1:25
7	2:10
8	2:55

10th GRADE GROUP GUIDANCE CLASSES

Lincoln-West High School

ALLIED HEALTH CAREERS

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	101	102	323	221	X
2	327	X	101	X	221
3	X	101	324	102	314
4	325	X	X	X	221
5	X	101	X	X	314
6	221	101	324	X	X
7	222	324	102 217	X	221
8	101	X	X	X	221
9	X	324	217	X	X

The above is Mrs. Lewis' schedule for the week of October 20, 1975

Period	Time
1	8:45
2	9:30
3	10:15
4	11:00
5	11:45
6	12:30
7	1:15
8	2:00
9	2:45

APPENDIX D

Tenth Grade Orientation-Allied Health Careers

Purpose:

1. To acquaint students to the allied health professions and occupations.
2. To inform students about the broad opportunities available in the health field.
3. To give information about the various jobs, education, career outlook, and salary of the more common health careers.

Introduction:

1. Purpose of the Allied Health Careers Program in the public schools.
2. Definition of allied health careers.
3. Student participation by asking them to name health occupations and professions they know of, and places of employment.
4. Discussion on the board and varied pursuits that are available to them in the health field.
5. Encourage students to view filmstrip carefully and list or name 3 "new" (to them) occupations and professions they learned from the filmstrip.

Viewing Visual Aids:

1. "Life" is a color filmstrip that runs 14 minutes. It depicts 48 allied health professional and technical occupations.

Discussions and Activities:

1. Questions/ answer period.
2. Name or describe at least three health occupations you learned from viewing the film.
3. What are some of the interests aptitudes, skills, abilities and training needed for entering the various health professions and occupations.
4. Name the different places of employment where people in the health field can work.
5. Annual earnings of some of the more common health careers (comparison chart for distribution).

Materials:

1. Filmstrip, pamphlets, information materials.

ALLIED HEALTH CAREERS PROGRAM

Name _____
Last First

Address _____

Phone Number _____ Homeroom _____

Grade Level _____

CLASS SCHEDULE

1 _____	5 _____
2 _____	6 _____
3 _____	7 _____
4 _____	8 _____

Health Career Interest _____

_____

ALLIED HEALTH CAREERS PROGRAM

Your Grade:_____ Your School:_____

(For each item, mark an X in the space that shows your reaction to this session).

1. How useful was this career session in helping you plan for the future?	(Very Useful)	(Useful)	(Little or No Use)	
2. How interesting was the career information given in this session?	(Very Interesting)	(Generally Interesting	(Not Very Interesting)	
3. How clearly was the information presented?	(Very Clear)	(Generally Clear)	(Generally Not Clear)	
4. To what extent did this session increase your knowledge about health careers?	(Very Much)	(Much)	(Some)	(Very Little)

Would you like additional information about health careers? Yes____ No____

If "yes": Please indicate the kind of information you'd like to receive.

_____

Students (N = 377) in a stratified random sample of orientation groups completed a reaction sheet at the end of the orientation session. The responses, reflecting students' ratings of the perceived values of the session, revealed that:

> Almost three out of four (74%) of the respondents viewed the career session as "useful" or "very useful" in helping them plan for the future;
>
> Almost nine out of ten (89%) of the respondents rated the session's career information as "generally interesting" or "very interesting";
>
> Over nine out of ten (95%) reported that the information presented was "generally clear" or "very clear";
>
> Approximately five out of ten (49%) of the respondents indicated that the session resulted in "much" or "very much" increase in their knowledge about health careers;
>
> Almost half (46%) of the students indicated that they would "...like additional information about health careers"

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street • Cleveland, Ohio, 44114 • Telephone 696-2929

ALLIED HEALTH CAREERS PROGRAM
Glenville High School-Room 146
650 East 113th Street
Cleveland, OH 44108

PAUL W. BRIGGS
Superintendent

December 2, 1975

Dear Counselor,

The Allied Health Careers Program-Cleveland Public Schools has almost completed one semester of Tenth Grade Orientation in the five target schools.

To further broaden student interest in the allied health professional and technical careers, role models in seven of the more common health fields will be invited to make presentations to the classes. The goal is to have 15-30 tenth grade students from the Study Hall periods to attend these ten classes - one period per week.

All students who have indicated an interest in a particular health occupation will be invited and hopefully permitted to attend the class.

Students from each of the five target schools who have participated in the ten classes will meet at the Supplementary Center for the last class on April 5, 1976. We also expect the five schools to be represented for one field trip during the ten weeks.

Enclosed is a tentative class schedule for your approval and plans for the ten week classes.

In order to get the desired participation from students and to provide role models with a representative group it would be helpful if you would indicate the best time (A.M. or P.M.) for the classes to be scheduled in your school. This information should be sent to me by December 16, 1975.

I would like to thank you for your cooperation and support during the Tenth Grade Orientation Classes.

Sincerely,

Laura P. Lewis
Coordinator

LPL:snh

ALLIED HEALTH CAREERS PROGRAM
SECOND SEMESTER SCHEDULE
January 26 - April 5, 1976

APPENDIX H (cont'd)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.	EAST HIGH	JOHN MARSHALL		EAST TECH	
Class 1	1-26-76	1-27-76		1-29-76	
2	2- 2-76	2- 3-76		2- 5-76	
3	2- 9-76	2-10-76		2-12-76	
4	2-23-76	2-17-76		2-19-76	
5	3- 1-76	2-24-76		2-26-76	
6	3- 8-76	3- 2-76		3- 4-76	
7	3-15-76	3- 9-76		3-11-76	
8	3-22-76	3-16-76		3-18-76	
9	3-29-76	3-23-76		3-25-76	
10	*All schools meet at the Supplementary Center on April 5, 1976.				
P.M.		LINCOLN-WEST	GLENVILLE		
Class 1		1-27-76	1-28-76		
2		2- 2-76	2- 3-76		
3		2- 9-76	2-10-76		
4		2-23-76	2-17-76		
5		3- 1-76	2-24-76		
6		3- 8-76	3- 2-76		
7		3-15-76	3- 9-76		
8		3-22-76	3-16-76		
9		3 29-76	3-23-76		
10	*All schools meet at the Supplementary Center on April 5, 1976				

Tentative Outline

Classes will consist of: 1) An overview of the allied health professions and occupations and future plans for the next nine classes. 2) Presentations by role models in the health field for eight classes. 3) Culmination of classes at the Supplementary Center with all five schools represented. Representatives from Community College's Allied Health Technologies Department to make final presentation. 4) Field trips to health services in the community - (April and May)

ALLIED HEALTH CAREER CLASSES

January 27 - April 4, 1976

Goal: To provide students with more indepth descriptive and informative insights into the allied technical and professional occupations.

Objectives:

1. To inform students of the requirements, training, credentials, occupation outlook employment, salary and personal qualifications.
2. To increase students knowledge by having role models in seven of the allied health professions to make presentations to the class.
3. To further broaden students exposure to the allied health occupations through a field trip to a local health service facility.
4. To provide insight into the different allied health careers programs offered by local community colleges.

Description: Allied Health Career Classes will be conducted in the five target schools-one period a week for ten weeks.

Week I - Overview of Allied Health Careers
Plans for the ten weeks

II-VIII Role models to make presentations in seven of the allied health professions according to interests indicated by students in the five schools.

Week IX Field trip to health facility

X Supplementary Center - Allied health Careers Program
Cuyahoga Community College

Activities:

A. Speakers
   1. Dental Hygienist, Dental Assistant
   2. Dietitian, Dietary Technician
   3. Medical Record Technician
   4. Occupational Therapist
   5. Medical Assistant
   6. Medical Laboratory Technician
   7. Physical Therapist
   8. Opthalmic Technician
   9. Radiologic Technologist
   10. Respiratory Therapy Technician
   11. Veterinarian
   12. Pharmacist

Speakers presentations will include information on requirements and training, credentials, occupational outlook, employment setting, salary range, and personal qualifications.

Questions/Answer Period will follow presentations.

B. Field Trip

C. Materials
1. Films
2. Filmstrips
3. Tape recorder
4. Pamphlets
5. Other prepared materials (handouts)

PROFILES OF AN ALLIED HEALTH CAREER

JOB TITLE: _____

DEGREE OR CERTIFICATE RECEIVED: _____

A. Requirements and Prerequisites to enter this profession:

B. Specific duties of this profession:

C. Credentials:

D. Occupational Outlook:

E. Expected Salary Scale:

F. Working Conditions (places, hours, dress, etc.)

G. Personal Qualifications

H. How this career is associated with other Allied Health Professions:

I. Question/Answer period to follow presentation.

Please bring this form with you when you come to make your presentation.

ALLIED HEALTH CAREERS PROGRAM

East High School

Date	Time	Career Presentation	Presentor
1-26-76	9:30 - 11:00 a.m.	Allied Health	Mrs. Laura P. Lewis, Coordinator Allied Health Careers Program
2- 2-76	9:30 - 10:15 a.m.	Medical Records Technican	Ms. Merle Spangler-Griggs Hough Norwood Family Health Care Center No. 2
2- 9-76	8:50 - 9:30 a.m.	Nutritionist	Mr. B. Frederick Carter Hough Norwood Family Health Care Center No. 1
2-23-76	10:15 - 11:00 a.m.	Medical Technologist	Mr. Charles Smith Hough Norwood Family Health Care Center No. 2
3- 1-76	9:30 - 10:15 a.m.	Pharmacist	Mr. John McClain Hough Norwood Family Health Care Center No. 2
3- 8-76	8:50 - 9:30 a.m.	X-Ray Technologist	Mr. James Miller St. Luke's Hospital
3-15-76	10:15 - 11:00 a.m.	Dental Hygienist	Ms. Beverly Lumpkins Hough Norwood Family Health Care Center No. 2
3-22-76	9:30 - 10:15 a.m.	Physical Therapist	Mr. Alfred D. House Jr. Metropolitan General Hospital
3-29-76		Field Trip: University Hospitals	
4- 6-76	2:00 - 4:00 p.m.	Supplementary Center Cuyahoga Community College Allied Health Technologists	

ALLIED HEALTH CAREERS PROGRAM

East Technical High School

Date	Time	Career Presentation	Presentor
1-29-76	8:50 - 9:30 a.m.	Medical Technologist	Mr. Don Gray, Instructor East Technical High School
2- 5-76	9:35 - 10:15 a.m.	Medical Records Technician	Ms. Merle Spangler-Griggs Hough Norwood Family Health Care Center No. 2
2-12-76	10:20 - 11:00 a.m.	X-Ray Technician	Ms. Majorie J. Ressler St. Alexis Hospital
2-19-76	11:05 - 11:45 a.m.	Optometric Technician	Ms. Ann Adams Hough Norwood Family Health Care Center No. 1
2-26-76	11:50 - 12:30 p.m.	Occupational Therapist	Ms. Sharon Flinn Cleveland Clinic Hospital
3- 4-76	12:35 - 1:15 p.m.	Physical Therapist	Mrs. Belinda Bonner University Hospitals
3-11-76	1:20 - 2:00 p.m.	Medical Assistant	Mrs. Emma Salters Hough Norwood Family Health Care Center No. 1
3-18-76	2:05 - 2:45 p.m.	Respiratory Therapist	Mr. Michael Neuendorff Cuyahoga Community College-Western Campus
3-25-76		Field Trip: Cleveland Clinic	
4- 6-76	2:00 - 4:00 p.m.	Supplementary Center Cuyahoga Community College Allied Health Technologists	

ALLIED HEALTH CAREERS PROGRAM

Glenville High School

Date	Time	Career Presentation	Presentor
1-28-76	2:55 - 3:35 p.m.	Veterinarian	Dr. Kathy L. Carter All Animal Clinic
2- 4-76	2:55 - 3:35 p.m.	Pharmacist	Mr. John McClain Hough Norwood Family Health Care Center No. 2
2-11-76	2:55 - 3:35 p.m.	Medical Assistant	Ms. Debbie Spiros Hillcrest Clinic Incor., Suite 401
2-18-76	2:55 - 3:35 p.m.	X-Ray Technician	Mr. Grady Barbour Hough Norwood Family Health Care Center No. 2
2-25-76	2:55 - 3:35 p.m.	Physical Therapist	Mr. Leon Anderson University Hospitals
3- 3-76	2-55 - 3:35 p.m.	Dental Hygienist	Mrs Carolyn Meadows Glenville Health Association
3-10-76	2:55 - 3:35 p.m.	Occupational Therapist	Mrs. Fay Berkel Huron Road Hospital
3-17-76	2:55 - 3:35 p.m.	Medical Records Technician	Ms. Merle Spangler-Griggs Hough Norwood Family Health Care Center No. 2
3-24-76		Field Trip: Mt. Sinai Hospital	
4- 6-76	2:00 - 4:00 p.m.	Supplementary Center Cuyahoga Community College Allied Health Technologists	

ALLIED HEALTH CAREERS PROGRAM

John Marshall High School

Date	Time	Career Presentation	Presentor
1-27-76	9:45 - 10:30 a.m.	Health Careers	Mrs. Laura P. Lewis, Coordinator Allied Health Careers Program
2- 3-76	9:45 - 10:30 a.m.	Veterinarian	Dr. Howard B. Williams, DVM Ohio State University
2-10-76	9:45 - 10:30 a.m.	X-Ray Technician	Mr. Rick Lang Fairview General Hospital
2-17-76	9:45 - 10:30 a.m.	Medical Assistant	Hillcrest Clinic Incor., Suite 401
2-24-76	9:45 - 10:30 a.m.	Physical Therapist	Miss Mary Plank Cleveland State University
3- 2-76	9:45 - 10:30 a.m.	Occupational Therapist	Ms. Gale Marsh Deaconess Hospital
3- 9-76	9:45 - 10:30 a.m.	Dental Assistant	Mrs. Helen Moonert Jane Addams Vocational High School
3-16-76	9:45 - 10:30 a.m.	Ophthalmic Technician	Cleveland Clinic
3-23-76		Field Trip: Lutheran Medical Center	
4- 6-76	2:00 - 4:00 p.m.	Supplementary Center Cuyahoga Community College Allied Health Technologists	

ALLIED HEALTH CAREERS PROGRAM

Lincoln-West High School

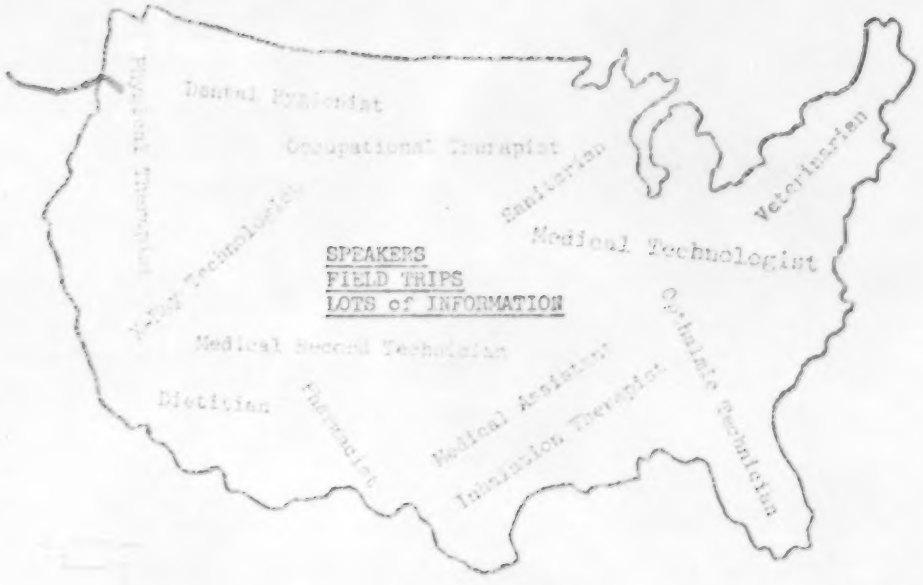
Date	Time	Career Presentation	Presentor
1-27-76	1:15 - 2:00 p.m.	X-Ray Technician	Mrs. Janet Dostal Lutheran Medical Center
2- 3-76	1:15 - 2:00 p.m.	Veterinarian	Dr. Howard B. Williams, DVM Ohio State University
2-10-76	1:15 - 2:00 p.m.	Medical Assistant	Mrs. Lee Aikens Hillcrest Clinic Incor., Suite 401
2-17-76	1:15 - 2:00 p.m.	Physical Therapist	Mr. Mark Jung Cleveland State University
2-24-76	1:15 - 2:00 p.m.	Inhalation Therapist	Mrs. Ruth Morrison Metropolitan General Hospital
3- 2-76	1:15 - 2:00 p.m.	Dental Assistant	Mrs. Helen Moonert Jane Addams Vocational High School
3- 9-76	1:15 - 2:00 p.m.	Occupational Therapist	Ms. Vera Mae Demeter Lutheran Medical Center
3-16-76	1:15 - 2:00 p.m.	Optician	Mr. Michael Dikovitsky W.A. Jones Optical Co.
3-23-76		Field Trip: Lutheran Medical Center	
4- 6-76	2:00 - 4:00 p.m.	Supplementary Center Cuyahoga Community College Allied Health Technologists	

A SPECIAL INVITATION

Allied Health Careers

Can Be a

GUIDE



To Your FUTURE

COME, EXPLORE, INVESTIGATE

Date: Time:

APPENDIX L

SITE VISITS

Name of Hospital	Content of Tour
Mt. Sinai Hospital	Slide presentation by community relations director. Speech Therapy Occupational Therapy Photography and Medical Illustration Lab Telephone Room Medical Records Physical Therapy Radiology
Cleveland Clinic Foundation	Dietary Medical Laboratory Ophthalmology Medical Records Physical Therapy
University Hospitals	Pediatric Pulmonary (Respiratory Unit) Medical Records Histology Medical Laboratory
Lutheran Medical Center	Physical Therapy Occupational Therapy Respiratory Therapy Dietetics Food Management Medical Technology Medical Records Pharmacy Operating Room Technicians Electrocardiograph Technicians Electroencephalograph Technicians Secretarial Skills
Veterans Administration Hospital	Dental Hygiene Physical Therapy Dietetics Housekeeping Social Work Surgery Nursing Medical Technology Occupational Therapy Pharmacy Radiology Hypertension Detection Unit

FIELD TRIP REACTION SHEET

DATE_____

LOCATION OF FIELD TRIP_____

DATE OF FIELD TRIP_____

Briefly describe three items that impressed you:

_____

_____

_____

_____

_____

_____

_____

Was this field trip worthwhile to you? In what way?

_____

_____

_____

_____

Would you recommend a similar trip for other students? If not, state reasons.

_____

_____

_____

Health Professions Institutions And Agencies Contacted By Allied Health Careers Program

American Association of Medical Assistants (Ohio State Society)

American Hospital Association

Aristocrat West Nursing Home (Volunteer Director)

Bureau of Vocational Rehabilitation

Case-Western Reserve University (Speakers Bureau, School of Medicine, School of Social Work)

Cleveland Area League of Nursing

Cleveland Clinic (Director of Opthalmology Department)

Cleveland StateUniversity (Director of Physical Therapy Department, Director of Public Relations, Environmental Health Science)

Cuyahoga Community College (Department of Respiratory Therapy, Chairman of Nursing Program, Allied Health Care Curriculum Project)

Deaconess Hospital (Occupational Therapist)

Fairview General Hospital (Chief Radiologic Technician, Personnel Director)

Forest City Hospital (Volunteer Director)

Forest Hills Nursing Home

Glenville Health Association (Director, Dental Hygienist)

Greater Cleveland Hospital Association

Hillcrest Clinic, Inc. (Medical Assistant)

Hough-Norwood Family Health Care Center (Pharmacist, Director of Medical Records, Dietitian/Nutritionist, Medical Technologist, Volunteer Director, Optometrist, Radiologic Technologist, Team Administrator, Optometric Assistant, Medical Assistant)

Huron Road Hospital (Department of Radiology, Director of Occupational Therapy, Volunteer Director)

Jane Addams High School (Director of Dental Assistant Program)

Kaiser Medical Center (Electrocardiograph Technician)

Lutheran Medical Center (Chief Technologist, Director of Public Relations, Occupational Therapy Student)

Maternal and Infant Care Project (Director of Social Services)

Medical Assistant Association (President of local association)

Metropolitan General Hospital (Director of Inhalation Therapy, Department of Physical Therapy, Coordinator of Pulmonary Services, Personnel Coordinator)

Mt. Sinai Hospital (Community Relations Department)

National Health Council Inc. (New York)

Northern Ohio Lung Association

Ohio State University (Department of Veterinary Physiology)

Pharmacist: Ava-Lyn Drugs

Physical Therapist: Severance Medical Arts Building

Physical Therapy Association (President of local chapter)

St. John's Hospital (Volunteer Director)

St. Luke's Hospital (Administration Assistant-Department of Radiology)

St. Vincent Charity Hospital (Technical Director of Education)

University Hospitals (Physical Therapy Department, Director of Public Relations, Volunteer Director)

Veterans Administration Hospital (Personnel Director)

Veterinarian: All Animal Clinic

Warrensville Heights Animal Hospital (Veterinarian)

W.A. Jones Optical Company (Vice President)

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street • Cleveland, Ohio, 44114 • Telephone 696-2929

PAUL W BRIGGS
Superintendent

December 12, 1975

Dr. Nolen M. Ellison, President
Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115

Dear Dr. Ellison:

This year the Cleveland Public Schools were fortunate enough to obtain funds to institute an Allied Health Careers Program in five of our senior high schools. Our coordinator, Mrs. Laura Lewis, has been out in the Greater Cleveland Area seeking and searching out employment possibilities for students in the Allied Health Field.

As a result of her search, there appears to be a need for a training program for ophthalmic technicians. This is a program different from your new program on the Eastern Campus for Optician Technician.

To our knowledge, there are no minority group persons in the Greater Cleveland Area trained as ophthalmic technicians. In addition to this void, the present training program for anyone desiring the skill seems to be as follows:

> The program is a 2 year Externship at Cleveland Clinic. The first year the student must travel to St. Paul Hospital and Medical Center in St. Paul, Minnesota. When the student finishes his first year there, she/he comes to Cleveland Clinic for his practicum.
>
> Allegedly the Cleveland Clinic works in a cooperative role with the Education Study Association to get its needed trainees.
>
> Our contact source at Cleveland Clinic is Mr. Jeffrey Machamer.

It would seem that this much needed area of training might become a more feasible career choice if it were more readily available to the residents and students of the Greater Cleveland Area.

Sincerely,

Paul W. Briggs
Superintendent

PWB/pl

APPENDIX O

ALLIED HEALTH CAREERS PROGRAM

Student Reaction Form

1. List at least five Health Career presentations you attended during the ten-week session.

_____ _____

_____ _____

_____

2. To what extent did the presentations increase your knowledge about the various health careers?

_____ _____ _____
A Lot Some Very Little

3. The presentations for the most part were:

_____ _____ _____
Very Interesting Somewhat Interesting Boring...Not Interesting

4. Did the ten-week session of presentations cover the allied health careers in which you were most interested? ___Yes ___No.
If no, list other allied health careers for which you would like additional information (other than Nursing, Medicine and Dentistry).

_____ _____

5. Did the field trip further broaden your knowledge about the various health careers you had heard about in the presentations?

_____ _____ _____
A Lot Some Very Little

6. How useful to you was the information about the Allied Health Technologies Programs at Cuyahoga Community College?

_____ _____ _____
Very Useful Useful Little or no Use

7. How would you rate the ten-week session?

_____ _____ _____
Very Informative Informative Not Very Informative

8. Do you have any suggestions that would be helpful in planning for the Allied Health Sessions in the future? (Use reverse side if needed).

_____

_____

_____

9. Would you be interested in volunteering in a health facility?
___Yes ___No If "Yes", indicate specific area of interest.

_____

YOUR SCHOOL_____

HEALTH CAREERS SURVEY

(Please Circle the Correct Response)

1. The majority of the people who are employed in the health field are Physicians, Dentists and Nurses.

   Yes No Not Sure

2. A high school diploma is the only educational requirement for entering most health careers.

   Yes No Not Sure

3. In preparation for entry into most health careers, a good science and math background are necessary

   Yes No Not Sure

4. At the present time, there are only a limited number of job opportunities in the health field.

   Yes No Not Sure

5. List five Allied Health Careers other than Doctor, Nurse or Dentist.

   _____ _____

   _____ _____

   _____

6. Name an institution in the Cleveland area that offers training in at least 14 of the Allied Health Technical Careers.